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ABSTRACT

This report represents an effort to facilitate the advancement of significant innovations in vocational education in Missouri. In order for the schools to educate for living as well as for earning a living, a foundation must be laid to bring about changes; thus, this evaluation attempts to consider the needs of the people to be served and the expenditures, and programs instituted to meet their needs. Resulting recommendations include: (1) Strong leadership should be exerted in the development of the cluster concept in vocational education, (2) An attempt should be made to reorganize the structure and function of the career and adult education division, (3) The vocational evaluation system should be studied and changes instituted where necessary, (4) Counseling and guidance should be accountable, (5) A Labor-Industry-Education Committee should be formed, (6) Concepts of economics should be included in elementary and secondary curriculums, (7) Local advisory committees should involve themselves in the local planning instrument each year, (8) Equal opportunity information should be included in the Missouri Occupational Training Information System (MOTIS), (9) No additional area vocational schools should be designated until MOTIS becomes functional, and (10) Efforts should be made to develop a new formula for the distribution of vocational funds. (SN)

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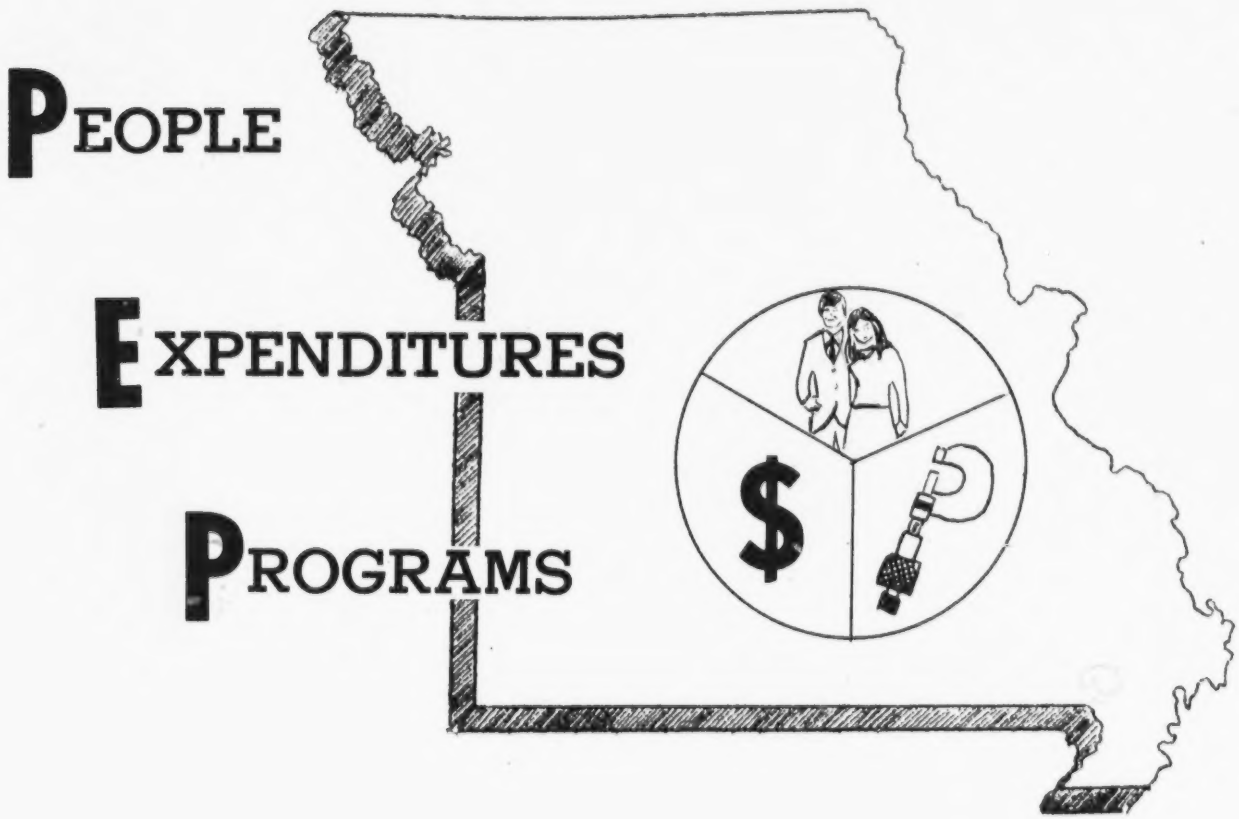
MISSOURI VOCATIONAL EVALUATION 1972



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Third Annual Report

MISSOURI ADVISORY COUNCIL ON VOCATIONAL EDUCATION

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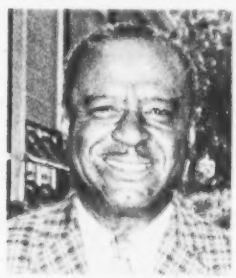

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THIRD ANNUAL REPORT

DECEMBER, 1972

MISSOURI ADVISORY COUNCIL ON VOCATIONAL EDUCATION

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Mr. W. C. Banta
701 East Cypress
Charleston, Missouri 63834

Dear Mr. Banta:

The Missouri Advisory Council on Vocational Education is pleased to transmit its third annual report to you. The report is entitled, "Move in '72." This report will offer our evaluation and recommendations about the programs, services, and activities of vocational education within the state of Missouri.

In an attempt to give a balanced overview of the entire vocational education program, we have attempted to take a look at people, expenditures, and programs. This report is in compliance with Section 102.23 of the rules and regulations of PL90-576. We especially wish to call your attention to recommendation VIII, IX, and X which are dependent upon the MOTIS project.

The law specifies that this report is to be submitted through the State Board of Education to the U.S. Office of Education, and to the National Advisory Council of Vocational Education, accompanied by any comments as the State Board deems appropriate.

The Council has conscientiously worked during the past year producing this report for your consideration. It is also our duty to report the extent of consideration given each recommendation made the preceding year. The implementation of our recommendations should prove beneficial to the people of Missouri.

Your continued interest and support is most appreciated.

Respectfully,

William E. Clark

William E. Clark,
Chairman

SUMMARY OF RECOMMENDATIONS

Education planners and managers must be cognizant of the changes that are constantly being required to keep pace with our ever evolving society. While the task appears formidable, it certainly is not impossible. To aid in the planning of strategy for further development and to give direction to several functions in the process of adapting, the Advisory Council on Vocational Education offers the following recommendations. The rationale is more fully explained in the narrative along with evaluative statements as seen by the Council. An attempt was made to consider the needs of PEOPLE, the EXPENDITURES made in the cause of vocational education, and the PROGRAMS instituted to meet the demand. In arriving at these suggestions, the Council has, during the past year, completed five on-site evaluations of programs, conducted five public hearings, heard numerous educational consultants on vocational education, developed and tabulated three questionnaires, studied five special exhibits on vocational education and spent much time in contemplating the appropriate goals to stress. Good accountability and evaluation processes require an almost constant feedback. To add impetus to this notion, the Council will continue to stress the recommendations from previous years as well as those made for 1972. Much has been done to begin the restructuring of priorities in education in Missouri. However, much more needs to be done. The philosophy of the Council that the schools must educate for living and for making a living lays a foundation for necessary change. To implement some of the ideas brought out during the evaluation procedures and to offer a guide to the orderly process of change, the Council offers these recommendations for the State and local levels (whichever is applicable.)

RECOMMENDATION I: *Exert Strong Leadership in the Development of the Cluster Concept in Vocational Education*

RECOMMENDATION II: *Reorganize the Structure and Function of the Career and Adult Education Division*

RECOMMENDATION III: *The Vocational Evaluation System be Studied and Changes Instituted*

RECOMMENDATION IV: *Counseling and Guidance be Made Accountable*

RECOMMENDATION V: *Form a Labor-Industry-Education Committee*

RECOMMENDATION VI: *Concepts of Economics be Included in Both the Elementary and Secondary Curriculums*

RECOMMENDATION VII: *Local Advisory Committees Attest Their Involvement in the Local Planning Instrument Annually*

RECOMMENDATION VIII: *Equal Opportunity Information be Included in MOTIS*

RECOMMENDATION IX: *No Additional Area Vocational Schools be Designated Until MOTIS Becomes Functional*

RECOMMENDATION X: *Develop a New Formula for the Distribution of Vocational Funds*

THIRD ANNUAL REPORT

of the

State of Missouri

ADVISORY COUNCIL ON VOCATIONAL EDUCATION

INTRODUCTION

Missouri Vocational Evaluation, 1972 or MOVE in '72 is divided into three parts followed by the appendices which contain the charts referred to at various places in the text.

The Council has been extremely pleased in the way the Commissioner of Education and especially the Assistant Commissioner and Director of Vocational Education have worked cooperatively with them during the past year. In an effort to answer many of the questions which were explored in evaluating the programs, services and activities, a questionnaire was also prepared and submitted to the Division of Career and Adult Education. Much time was spent in preparing the reply to those questions. The Council spent many hours deliberating the various issues, considering the on-site evaluations completed and the written reports from these, talking over and discussing the many points of interest and concern brought forth in the five public hearings held over the state, studying special reports submitted, listening and contemplating the words of the twelve or thirteen officials who spoke and reported to the Council during the past year as well as considering the three surveys completed by the staff.

The Council divided itself into two committees to consider the evaluation report and process and then came together for final editing and approval.

The Council has made recommendations to several groups and will be happy to work cooperatively with each to help implement them.

STATE GOALS AND PRIORITIES

A. Appropriateness of Goals

1. The purpose of a goal is to give general direction to all efforts expended. The purpose of an objective is to insure singleness of purpose and thereby insure some accountability. In reviewing the various plans of the State from the inception of the 1968 amendments, it has been difficult to pinpoint the goals of the "vocational division" although they were certainly implicit in what was stated to be the objectives of the division. That has been remedied, to a great extent, during the past year until we now find several sets of goals issued by the "division." The State Department of Education is to be congratulated upon moving in this area. The statement of goals in broad terms gives substance to the stated objectives outlined in the State Plan and the Informational Handbook for Vocational Education in Missouri. There is a word of caution, however, which must be put in. Even in the new State Plan for FY 1973 where the goals are given, it is not clear which goals are priorities unless one should assume that where the larger amounts of money are placed marks some kind of a priority. This need not be the case and no assumption of this sort is made, but priorities should be clearly spelled out in the Plan. They should be marked and spoken to so that absolutely no misunderstanding can occur.

A significant point, in the opinion of the Council, is that all objectives written in terms of a percentage should also give the number which should be used as a base in the computation of the attainment or failure to attain that target. Without these numbers,

much time is wasted and if the objectives are really true and meaningful aims, the number is the most significant comparison anyway. If percentages are used, it would be advisable to give both the percentage and the number.

2. It is a well-known fact to vocational educators that the demand for unskilled labor has dramatically declined, even at the entry level. From U.S. Department of Labor figures, we know that the number of jobs requiring a four-year college degree has declined from 20 to 17 percent during the period of 1967 to 1971.

Fifty percent of the job openings in the 1970's will require training beyond a high school education but less than four years of college. An additional 30 percent of the openings in the 70's will require training from a vocational high school. This means that 80 percent of the job openings in the 1970's will require specialized vocational or technical training during or after high school (but will not require a college degree).

If one looks at these requirements for the 70's as given by the U.S. Department of Labor and the U.S. Office of Education, it would be easy to make the assumption that the figures which show less than 80 percent of the total secondary and post-secondary completions going into the job market means that we have not saturated the market and still have much to do. This is true. It may be well to look at the reverse side of this picture, though, and ask the question, "Are we doing enough?" Do we really ask for the necessary state and federal resources which we need to fulfill Missouri's obligation to our growing industrial society without the great

waste and loss of time of many of our young people? The State of Missouri has not met the manpower requirements issued by the federal agencies. With the conservative estimates given, even for the long-range objectives, will we catch up to realistic considerations before the year 2000?

3. As was stated earlier, priorities were not established, per se, within the State Plan. This prompted the Evaluation Committee of the Advisory Council to ask the question of the Department as to whether there were any unstated objectives and priorities. One of the reasons for bluntly asking this question pertains to the fact that there is no goal or objectives speaking directly to the number of Area Vocational Schools which should exist and which will be formed or organized within the scope of the State Department of Education in the future. This point will be dealt with in a later paragraph, but does exemplify the need for clarification. The answer given to this question appears to indicate that for any given year the goals and objectives are stated. This does not apper to be totally the case, at least as far as the number of schools being designated.

While it is true that every goal and every objective must receive some consideration and emphasis, it does not follow that all are of equal importance. Indeed, at no time should the assumption be made that everything listed in the overall Plan is just as important as the next item. However, without some written explanation, it would be easy to draw this conclusion on a somewhat objective basis. Priorities should be identified in a one, two, three order for the clarification of all readers.

4. One special population group of particular interest to the Council is the returning veteran. The State Department of Education, through its Veterans Education and Agricultural Education Supervisors, has worked closely with local school districts to develop Veterans Farm Cooperative Training Programs and to encourage enrollment in these programs.

These efforts resulted in the development and approval of programs offered by eighteen schools. Two of the programs are offered by junior colleges. The others are offered by area vocational schools or high schools. Four of the schools operate two classes. The enrollment in all classes is at or near the maximum of 25 students. Thus just under 400 veterans are receiving training in this program. Most schools operating these programs have waiting lists of veterans who wish to enroll.

The peak enrollment of veterans and eligible persons in Missouri under the G.I. Bill during the fiscal year ending June 30, 1972, was 26,634. There were approximately 45,000 different individuals in training in the state during the fiscal year. The participation rate by type of training was as follows:

Institutions of higher learning	60.7%
Below college level schools	30.6%
On-the-job training	8.7%

In order to receive educational or training assistance under the provisions of the law, the veteran or eligible person must select a vocational, educational, or professional objective. Exact figures were unavailable, but the best estimate to be made shows approximately 50 percent of the veterans are enrolled in courses or programs of education leading to a vocational objective. These courses or programs include on-the-job training in business establishments as well

as courses offered by educational institutions.

5. It is the feeling of the Council that many activities are going on to make many school personnel more aware of the needs of the handicapped and disadvantaged population than has ever been true. The Department is to be commended for gathering the statistics required by the Vocational amendments of 1968 and for following through to insure that all schools having any vocational program do recognize the need for providing for these people. The Council assumed this was an unstated priority inasmuch as certain set-aside monies had to be spent in these areas. (See Appendix A.)

Now that awareness is upon us, more planning must be instituted to insure that vocational programs are instituted to provide for the needs of these individuals. Strong consideration should be given to a payment schedule for the integration of these people into regular programs of vocational education without the necessity of separate classes or facilities. If there is a weakness in the program at the present time, it would appear to be that the money is allocated only for special programs.

6. Manpower development agencies, including the State Department of Education, have made progress in attempting some articulation and coordination of training and educational programs, including apprenticeship. However, much remains to be done. This is especially true in the area of private and proprietary programs and completions. It is recognized that there are many problems which must be surmounted to create a planning system coordinated throughout. This in no way is to imply that much has not been done to attempt to work together and foster positive relationships. The Council commends the Department for working

closely with proprietary schools as well as to formulate legislation which should help with record development and planning to the end that the overall supply of trainees and completions may be better predicted. This, of course, will help in attempting to decide on new program approvals.

RECOMMENDATION I: EXERT STRONG LEADERSHIP IN THE DEVELOPMENT OF THE CLUSTER CONCEPT IN VOCATIONAL EDUCATION

Since the concept of career education has taken hold within the State Department of Education as evidenced by the change of name from the Vocational Division to that of Career and Adult Education which now encompasses the idea that vocational education programs are only a part of the total picture; since the research tells us that 60 percent of the products to be made in the 1970's had not even been invented in 1969; since (from Department of Labor) by the year 2000, two-thirds of today's kindergartners will fill jobs not in existence now; since the types of jobs available in the labor market will increase from 21,000 to 30,000 by 1980; since (from Department of Labor) the number of jobs requiring a four-year or more college degree is only about 20 percent; and since it is estimated (from U.S.O.E.) that 30 percent of the job openings in the 1970's will require high school level vocational training, 50 percent of the job openings will require training beyond high school but less than four years of college,

the Council, therefore, recommends:

That the Career and Adult Division exert strong leadership in developing the cluster concept of vocational training which can be incorporated into a career education program and fed into secondary school training in broad job families with less emphasis on single skills and greater focus on progressive development of each individual within broad categories.

To implement this recommendation the following items are advised:

1. Adopt the cluster concept of the U.S. Office of Education or an appropriate substitute.

2. *Create brochures promoting the concept.*
3. *Disseminate the brochures to Administrators, instructors and students.*
4. *Develop appropriate curricular materials for use in vocational laboratories.*
5. *Encourage industrial arts beginning courses to use items similar to "Wonderful World of 'Construction'" or "Wonderful World of Manufacturing."*
6. *Reorganize the functions, job descriptions and duties of the S.D.E. staff in Career and Adult Education.*
7. *Hold inservice workshops for vocational eucators in the field.*
8. *Change the teaching requirements, courses, and experiences of teachers in pre-service education.*

B. *Procedures to meet goals*

1. *Activities were not specifically tied to the goals set out for FY '72. Money to be allocated to the attainment of each goal and/or objective was not specified. This procedure has been changed since the change in format has been required by the U.S. Office of Education. The point to be made is that, at least prior to the introduction of the new format by U.S.O.E., the State Plan was a compliance document and not much of a plan at all. With the FY 1973 State Plan we can measure the true acceptance of the planning and evaluation concept.*

It must be admitted, however, that while many of the activities were not laid out and the budget was not specifically attached, this did not mean that no meaningful supervision and administration was taking place. To the contrary, a brief study of the enrollments over the past few years will show tremendous growth. The increase appears to be healthy and one would suspect that it may be meeting the needs of the various level students in the state. This statement is difficult to prove, however, without adequately built-in evaluation and follow-up procedures. (See Appendices B and C.)

2. *Several changes have taken place in the departmental structure of vocational education since the first state plan was written after the passage of the 1968 amendments to the Vocational Education Act of 1963. As was previously pointed out, the name of the division was changed from the Vocational Division to that of Career and Adult Education Division. Significance in a name change can only be "proved" by change in functions within that division. Two noteworthy changes have been implemented to date. A new position, that of director of career education, has been added to the organizational chart and has recently been filled. This speaks to the acceptance of the first major recommendation by the Advisory Council from last year. Of course, we consider this a major step in the right direction. The second change of consequence was to bring all of adult education under the administration of one assistant commissioner. This should prove to be more efficient and help greatly on the coordination of these adult programs, since it will combine A.B.E., veterans education, and vocational education under one administrator.*

RECOMMENDATION II: REORGANIZE THE STRUCTURE AND FUNCTION OF THE CAREER AND ADULT EDUCATION DIVISION

There are two major points to consider in evaluating what has happened to and within the old vocational division of the State Department of Education since the advent of the '68 amendments.

a. *The name has been changed, but the functions (with the exceptions previously noted) have not. The structure still appears to lend itself more to the administration of the Smith Hughes Act than to the new law under which programs, services, and activities are to be initiated today.*

b. *The number of people administering the vocational programs at the state level has not been increased since 1968. The number of programs and enrollees has increased appreciably, however. The department is to be commended for additional work and supervision necessary to carry out the operational procedures of administration being handled so efficiently. There is a paradox here, however. The State Board has, each year since 1969, agreed by signing the Missouri State Vocational Plan that additional help is needed. The Plan has very explicitly named the number of personnel needed. However, nothing is substantially different now than in 1968. One must conclude that the plan is no plan or only something to comply with regulations. Money for these new positions could be allocated from P.L. 90-676 and P.L. 92-318 (the extension of the vocational act).*

A change which was effected during the past year was to move the Research Coordinating Unit in a line position outside the Division of Career and Adult Education. Funding for this unit is 75 percent from vocational education funds plus project money from Ozark Regional Commission and E.D.A. for the Missouri Occupational Training Information System. It will depend upon the interdepartmental coordination and articulation as to whether this arrangement is the best possible.

In consideration, the Council, therefore, recommends that:

The Division of Career and Adult Education reorganize internally to reflect the changing emphases in vocational education. Accomplishment of this recommendation should include:

1. *Additional personnel identical with the request in the State Plan for 1972.*
2. *Reassignment of personnel within the division to effectively accomplish specific functions, such as planning, statistics, evaluation, program approval, occupational consultants, youth clubs consultant, special programs, professional and curriculum development, research, manpower programs, building construction consultant and perhaps a post-secondary unit. (The latter position may depend upon the resolution of the state government reorganization in the field of education.)*
3. *The assurance that vocational financial and statistical data be given as high a priority in the data processing operations as all other programs paying their prorated share.*

C. *Extent to which goals were met*

The objectives were delineated within the state plan with numerical or percentage gains sought. The goals (or objectives)

appear to have been met as far as enrollments were concerned, except in the area of adult education. Growth has been achieved at a steady rate.

MEETING THE NEEDS OF THE PEOPLE

RECOMMENDATION III: THE VOCATIONAL EVALUATION SYSTEM BE STUDIED AND CHANGES INSTITUTED

A. Validity of Data

The Missouri Occupational Training Information System has passed from the planning phase into a somewhat rocky road of implementation. The Department of Education is to be commended for launching the idea and promoting the concept. It is regretable that the project fell many months behind schedule in the planning phase and hence is still in arears of where it could have been at this juncture. While the shortage of personnel to work on this program appears to be the reason, it should be pointed out that this was not a budgetary problem. The money was there. Without this system being operational, the validity of the data used for planning and evaluation is certainly questionable. The Council appreciates the fact that the best data available is being used, but that much is still to be desired. MOTIS, as the new system has been called, will venture into four components: The SAC (Student Accounting Component); the MSC (Manpower Supply Component); the MDC (Manpower Demand Component); and the RIC (Resources Inventory Component). With this type of data being sought, it would be extremely advantageous to insure that the evaluation of the vocational education programs, services, and activities be made an integral part of the system from its inception.

Evaluation of vocational education has improved since the amendments of 1968 have been instituted within the State Department of Education.

The entire process could be expedited, however, if the evaluation would focus more on the "output" and less on the "process." This would also help to substantively answer the charge that this evaluation is a small North Central. Since the secondary schools and junior colleges belonging to the North Central Association must be re-evaluated every seven years and this must include the vocational departments, it appears that a better course of action to follow would be to go about the evaluation in a different manner. Process factors could be checked by one or two people rather than a large committee.

The Council, therefore, recommends that:

The Evaluation System be studied and changes instituted which will insure that:

1. *The differentiation of product and process factors.*
2. *Institutional and program objectives which are clearly delineated and reported prior to the actual evaluation date.*
3. *The relationship between need, objectives, and outcomes is expressed and used as a basis for evaluation.*
4. *Fewer people be involved in the actual on-site verification visits.*
5. *Follow-up procedures are instituted to check on the progress of the recommendations made and if no change is noted, the recommendation of cutting funds for the next year be written.*
6. *Copies of the evaluation recommendations and their follow-up be provided to the Missouri Advisory Council on Vocational Education.*
7. *MOTIS include a separate component, or an integrated system in the components already designed, to evaluate according to certain specific goals and objectives described and set up in the State Plan for Vocational Education.*
8. *Additional data be gathered for students not in vocational education so that comparison statistics can be used. This may require interfacing with other systems in operation or recommending the initiation of a new total evaluative schedule for Missouri Schools.*

B. *Coordination Among Agencies*

The Division of Career and Adult Education has a representative on the Comprehensive Area Manpower Planning System for Missouri.

This does insure some input into the workings of that group and does give insights into some departmental planning. It appears that a start has been made to better coordinate vocational education planning activities among agencies at the State level. It would be a very worthwhile activity to have a conference for all the representatives of the Career and Adult Division and have the CAMPS Plan explained to them. In like manner, it would prove to be a valuable articulation activity to invite the total CAMPS staff over for a pinpoint review of where programs are -- how many people are being served and what types of programs are being offered in vocational-technical education through the administration of the Career and Adult Education of the State Department of Education.

Close cooperation appears to have been effected in working with the State School for the Blind and the State School for the Deaf. Also, a good start toward articulation between the Division of Mental Health and programs for the disadvantaged and handicapped in the vocational area appears to have been made. These relationships are to be encouraged.

There are many other agencies who are involved in funding, sponsoring, or otherwise promoting vocational education. An attempt to coordinate these many efforts should be encouraged. Since education and training are in the domain of the State Department of Education, it would be worth exploring for them to take the lead in coordinating all activities, programs, and services in this area.

C. *Coordination Among Levels*

From reports received by the Council, it would appear that more coordination is needed between the State Department of Education and

the Commission on Higher Education in the area of vocational-technical education. From general indications, very little communication takes place. This should be remedied in order that good planning, lack of duplication, and monetary savings may be insured to all who are involved in any post-secondary and adult programing. When secondary, post-secondary, and adult programs are offered in area vocational schools, there is no problem since all vocational funding and administering is presently done from the Career and Adult Education Division. Problems of planning, coordination and articulation can arise when programs are instituted without checking on the future planning of of junior college programing in particular. This coordination should be effected regardless of what happens in the reorganization of State Government as recently mandated by the referendum.

D. *Assurance of Job Placement*

Job placement activities in many schools appear to be a very haphazard exercise. Some schools offer no formal placement and others offer it more on an incidental basis. One outstanding project which should be called to the attention of all is the Agri-Business Job Placement Project funded by the Research Coordinating Unit. This project has received the support and cooperation of five institutions around the state engaged in the training of agri-business personnel. The Council concurs with the recommendation set forth in the interim progress report that a comparable program of statewide job placement and development be instituted interfacing with the job bank operated by Employment Security, if possible. As a necessary adjunct to job placement activities is a planned effective follow-up procedure. The two services are complementary and most effective when coordinated.

Both of these services should be planned from a state vantage point, and should be begun on at least a pilot basis during the next year, so that when MOTIS comes into full operation, these services can be meshed into that program.

RECOMMENDATION IV: COUNSELING AND GUIDANCE BE MADE ACCOUNTABLE

One service which should be required in each school to better coordinate the placement, follow-up and other student personnel functions is that of guidance. In too many instances this program of services has not proved itself sufficient to the needs of the students. The Council, therefore, recommends that:

Counseling and guidance programs funded through vocational funds be made accountable to the students and patrons of the school districts by certain requirements from the State Department of Education. These requirements may include:

1. *A "needs" assessment should be used to determine the priorities for each local system.*
2. *Objectives/activities/budget/evaluation priorities should be outlined and filed with the Department of Education.*
3. *Inservice workshops on career development, management by objectives, world of work, etc., be required of all guidance personnel before funding is agree upon.*
4. *Specific requirements in conducting job placement and follow-up activities.*

Relative to counselor-education programs the following recommendation is made by the Council:

A study committee composed of at least a representative of counselor educators, vocational educators, secondary school principals, school superintendents, elementary school principals, and the Missouri Guidance Association with the Director of Guidance Services, State Department of Education serving as chairman, meet and make recommendations as to possible changes in the certification requirements (i.e. course requirements and prior work experience) and present these recommendations to all groups represented on the committees as well as to the State Board of Education and the State Advisory Council on Vocational Education. These recommendations should be for both elementary counselors and secondary counselors.

Relative to school administration at the local level, the Council recommends that:

Counselors be allowed to perform the duties prescribed by their training and agreed to by the acceptance of the objectives by the State Department of Education. This can be insured by alleviating duties which mandate the counselors scheduling people into classes as opposed to educational/ vocational planning, recording test scores and making transcripts as opposed to interpretation, and counseling activities to mention just a few. Counselors are too high priced to be clerks. Make them accept their professional responsibility.

E. Involvement In Total State Manpower Development

RECOMMENDATION V: FORM A LABOR-INDUSTRY-EDUCATION COMMITTEE

There are many manpower development programs in which vocational education is not involved. While this was alluded to earlier in this report, no specific recommendation was made. In an effort to assure better articulation and coordination of all manpower development programs,

the Council, therefore, recommends that:

That a Labor/Industry/Education committee be set up at the state level by the Division of Career and Adult Education to insure coordination among the many agencies promoting, developing, and offering vocational education programs.

This committee could be charged with the following responsibilities:

1. *Vocational-technical career days or nights be promoted in all secondary schools similar to the college day or night programs.*
2. *Improving the image of vocational-technical education.*
3. *Promote the exchange of personnel between industry and education.*
4. *Provide input for cooperative ventures between industry and education as determined by the committee.*

RECOMMENDATION VI: CONCEPTS OF ECONOMICS BE INCLUDED IN BOTH THE ELEMENTARY AND SECONDARY CURRICULUMS

In an effort to insure that students have a good grounding in the fundamentals of the free enterprize system and an understanding of the economics of basic business operations

the Council, therefore, recommends that:

Concepts of economics be incorporated into the curriculum at the elementary level and continued through the junior high and secondary program of all students. For students entering into vocational education, the curriculum should require the elements of bookkeeping, basic profit and loss statements and a general understanding of the economic system of the United States.

RECOMMENDATION VII: LOCAL ADVISORY COMMITTEES ATTEST THEIR INVOLVEMENT IN THE LOCAL PLANNING INSTRUMENT ANNUALLY

In an effort to help local systems offering vocational-technical education to keep abreast of the up-to-date methods and machinery being used in business and industry and to help effect job placement, updating and retraining of teachers and possible exchange of personnel between agencies, the Council reaffirms the basic recommendation of 1971 pertaining to the use and involvement of advisory committees at the local level.

Therefore, the Council recommends to the State Board that:

Advisory committees be appointed in each district offering vocational subjects receiving the benefit of state or federal monies and that local planning instruments required annually of districts include a section attesting knowledge by signature of the chairman of the general local advisory committee. Any remarks about agreement or disagreement with the plan may be added at the discretion of the local advisory committee.

This would necessitate all districts with vocational courses to have at least a general advisory committee. It is strongly urged that smaller individual course or craft committees be formed with representation on the general committee.

F. Extent of Vocational Education Opportunities

RECOMMENDATION VIII: EQUAL OPPORTUNITY INFORMATION BE INCLUDED IN MOTIS

The growth of enrollment in vocational education has been shown. However, this may not tell the entire story. The question arises as to

the geographic coverage of area vocational schools and the types of offerings in the various districts across the state. (See Appendix D.)

1. *Of special interest to the Council during the past year was the determination of the need for programs to serve the minority groups within the state; in particular the Negro population. A special investigation of the density of Negro population within the state was undertaken. In addition, the number of enrollees being served was studied. (See Appendices E and F.)*

It appears that the needs of the Negro population are being met at this time in terms of vocational education opportunities. However, in an effort to get more reliable data on the number of minority students enrolled in vocational education,

the Council recommends to the State Department of Education that:

The equal opportunity type information be included in the Missouri Occupational Training Information System (MOTIS).

It is presently included under the caption of "teacher use only." This information should be studied and if found not to be reliable or valid, direct contact with students should be considered in the Student Accounting Component.

Incidentally, it is not discriminating to collect this type of information as long as it is not used in a discriminatory manner. We are asking the collection of this type of data to insure that discrimination does not occur in the area of vocational training opportunities.

RECOMMENDATION IX: NO ADDITIONAL AREA VOCATIONAL SCHOOLS BE DESIGNATED UNTIL MOTIS BECOMES FUNCTIONAL

2. *A question which was asked at the public hearings conducted by the Council with much regularity pertained to Area Vocational Schools in the State of Missouri. The people who usually are asked*

the questions were from districts operating the schools. Nevertheless, the question raised was how many area schools are to be designated within the state. There appears to be conflicting reports and nothing has been found in writing in answer to this question. Not only is the number to be designated of great concern to the people in the state and to the Council, but also the question of criteria for an effective school was brought up and must be considered.

Dr. Chester Swanson in his report titled, "A Gateway to Higher Economics Levels - 1966," recommended, among other things, that Missouri establish and operate Area Vocational Schools according to the following criteria:

a. *The school maintain a minimum enrollment of 300 high school students and a minimum curriculum of ten different vocational programs.*
b. *It serve an area of not more than 30 miles in radius.*
c. *It maintain a staff of teachers with extensive occupational experience and adequate training for their assignment.*
d. *The principal or director be uniquely competent for such an assignment.*
e. *The students admitted to area schools provide evidence that they have the ability, the aptitude, and the motivation to succed in the programs they choose.*
f. *A student be dropped from the program and returned to the high school in his residential area if his progress is not satisfactory.*
g. *The school offer post-high school instruction for occupations in which it has adequate facilities and competent staff and develop such facilities and recruit such staff when economic need, sufficient number of students and lack of such program exist.*
h. *It offer short-term and part-time instruction for youth and adults already in the labor market under conditions listed in item seven.*

A better set has been delineated in the Ozarks Regional Commission Study of Vocational and Technical Skills and Literacy System conducted by Ling-Temco-Vought, Inc. and dated April 15, 1968. The report is quoted in part as follows:

An interesting and well-prepared dissertation by Richard L. Burns, titled, "Factors Governing the Establishment and Operation of Area Vocational-Technical Schools and Programs in the United States with Application to Missouri," -- University of Missouri, Education, Series 1964, Number 93 on pages 27 and 28 under "Conclusions" reads in part, as follows:

> *"Insofar as the data reported were representative of area vocational-technical schools and programs throughout the nation and the measures used were accurate and valid, the following conclusion may be drawn from the study: The state board of vocational education and the local district school board appear to be the logical agencies to serve as the legal governing body for area vocational-technical schools or programs.*

In view of the conditions existing in the seven states similar to Missouri, approximately $78 million seems to be a responsible amount of taxable wealth for a geographic service area in Missouri in order to successfully establish and operate a vocational-technical school or program.

While the interest of students and adults in the training opportunities offered, the availability of job opportunities and the demand for workers in a given area would modify the situation somewhat, a proposed area vocational-technical school or program should have a minimum of around 6,500 high school students (14 to 18 years of age) in the geographic service area to assure the successful operation of a school or program.

No area vocational-technical school or program should be established until the support of roughly 75 percent of the industries of the area is assured, about 40 percent of the students of the area expressed an interest in the training to be offered, and approximately 75 percent of the voters approve the project. A geographic service area of approximately 48 miles for a rural community, 34 miles for a suburban community, and 27 miles for a city, seems to be satisfactory for a vocational-technical school or program.

In the process of establishing area vocational-technical schools or programs, a study should be made of the employment opportunities in the area and other areas to which the graduates of the school might go, as well as employer support, student interest, and voter approval.

If an area vocational-technical school or program is to be established in conjunction with a junior college, it is advisable to integrate offerings and administration of the vocational program with that of the junior college. Training in a minimum of between three and six occupational areas should be offered in order to have a successful area vocational-technical school or program.

A workable administrative pattern for an area vocational-technical school or program would be one in which a qualified director of vocational education executes administrative policy.

The state of Missouri lends itself to division into approximately twenty-two areas which could be served by area vocational-technical schools or programs. These twenty-two proposed areas include those areas which could well be served by a vocational-technical program within a junior college." (See appendix G.)

The Council feels that the criteria expressed by Burns are more succinct and should be considered for adoption. The Council further wishes to reiterate its request sent to the Commissioner of Education and the Assistant Commissioner of Career and Adult Education dated September 19, 1972, and,

the Council, therefore, recommends to the State Board of Education that:

no further designations of Area Vocational Schools be enacted until the Missouri Occupational Training Information System is functional. This would not include any districts presently under consideration. In any case, however, the criteria should be definitely established.

The total number to be authorized should be set out in the State Plan and established as a priority. As a corollary to this recommendation, criteria for <u>continued</u> designation should be adopted and issued to all schools designated as area vocational schools.

The Council is appreciative of the fine cooperation which has again been expressed in the reply to our earlier communication on this matter and will be happy to accept the invitation to serve on any future committees to consider area school designations. Our concerns are mutual and we look forward to the improvement of vocational education and services in the State of Missouri. Our goals in this respect are identical.

3. *Vocational programs are offered in 368 secondary school districts; 267 school districts offer three or fewer vocational courses. It should*

also be pointed out that while our enrollment shows steady growth, if one subtracts the enrollment in consumer home economics and considers only the occupational areas, our growth is not nearly what it should be.

RECOMMENDATION X: DEVELOP A NEW FORMULA FOR THE DISTRIBUTION OF VOCATIONAL FUNDS

In an effort to encourage growth in programs and hence in enrollments where the need exists according to criteria established, the Council, therefore, recommends to the State Board that:

A new formula for the reimbursement of vocational programs, services and activities be developed. A phase-out program to the present system may be a necessary first step to the eventuality of nonuniform reimbursement taking into account the various factors set out in P.L. 90-576 to a greater extent than previously has been the case.

The Council commends the Division of Career and Adult Education for already working on this problem through study committees in the Department as well as at the University of Missouri.

This study should be expedited and changes instituted during the coming fiscal year if at all possible.

G. Provisions For Career Education

New goals have been established for the entire State Department of Education. Included within these is a major priority for career education. This is in keeping with the first recommendation made by the Council last year.

No accounting procedure has been instituted to date to check on how many school districts and students are being exposed to career education programs. The Department of Education does have tabulations available on the exemplary program projects in this area as well as a Title III, ESEA project. From this indication, the State has much work to do to promote the concept and incorporate it into the regular school programs.

H. *Students' Feelings About Vocational Education Meeting Their Needs*

The Division of Career and Adult Education is planning to institute a follow-up study to help determine the extent to which students feel that vocational education is meeting their needs. The Council encourages this activity.

Several school districts have submitted copies of follow-up studies conducted locally to show student needs are being met. We congratulate the efforts of those districts. However, we suggest that these studies include within their sample, students in a control group (not taking vocational courses) so that conclusions can be reached with a greater probability of acceptance.

THE CONSIDERATION GIVEN LAST YEAR'S RECOMMENDATIONS

A. *The 1971 Recommendations and Reactions*

Eight major recommendations were made in the preceding year's evaluation report. The Director of Vocational Education appointed a staff committee to prepare an analysis of each. The analysis was prepared and discussed in staff meetings. An overview of the action or reaction to each follows:

RECOMMENDATION I: RESTRUCTURE THE PRIORITIES OF OUR EDUCATIONAL SYSTEM

1. *That the State Board of Education establish a mechanism, with the objective of restructuring the educational system to accommodate the relevant and occupational needs of individuals and prepare them for the work force in keeping with the needs of such work force.*
2. *That it become the policy and philosophy of the State and local boards of education that options be left open to students through a flexible education system to encourage adjustment of individual education programs in keeping with the interests, aptitudes, abilities, and circumstances of the individual to the end that*

all be successful in achieving a worthwhile life goal. (Considering such items as allowing more electives, fewer required courses, and more credit for occupational training on the job.)

3. That the State Board of Education adopt as a priority concern the feasibility of occupational education exposure for every child in Missouri public schools. (Place a requirement for inclusion of career education in the elementary program and offer monetary incentive for each program begun.) In an effort to encourage this type of activity, initiate models through the exemplary program monies allocated to the State for distribution.

REACTION:

The following represent a sampling of the continuing activities of the State Board of Education in this area:

1. Efforts to improve the image of vocational education.
2. Extension of vocational education opportunities for all people.
3. Recent action of the State Board of Education to make more flexible the high school graduation requirements.
4. The development of a meaningful career education program.
5. Funding of exemplary projects such as ones now operating in Moberly, Eldon, University City, and Doniphan.
6. Development of the MOTIS program for Missouri.

As the classification procedures, the reorganization concepts, and the school financing studies of the State Board develop, each will greatly affect this recommendation. We will, during this year, continue in the Vocational Division to improve the image of vocational education and make more valid the product of our instructional procedures.

RECOMMENDATION II: CREATION OF PLANNING DISTRICTS

That the State be divided into educational planning districts by some feasible method in order that more efficient and effective coordination can be developed in such items as general program approvals, forming area vocational schools, and other State priorities for all educational purposes. These districts should be provided and given information about the six major labor markets within the State.

REACTION:

Recommendation II deals with the suggested creation of planning

districts. Three reports recommending similar approaches were cited but only one of these, the Swanson Study, has been significantly implemented. We agree with the Council on this recommendation. While we are doing much regional planning now, it is not down on paper. MOTIS will help prove labor market areas and needs. We will begin, however, to write up a program in this area. We would need to consider the area school, community college, and comprehensive high school in our plan.

RECOMMENDATION III: IMPROVING THE DATA BASE FOR PLANNING

1. *That plans be immediately set into motion to assure that funds will be available to carry on the collection and analysis of manpower data presently being studied and planned in the manpower needs study (MOTIS - Missouri Occupational and Technical Information Survey) presently being funded by the Ozark Regional Commission. This is a mandatory requirement if the data to be used in planning is to become more reliable and usable.*
2. *As a necessary corollary to the prior recommendation, it is further recommended that the State initiate a coordinated system of data collection for both State and local planning. The Educational Data Processing procedures, equipment, and personnel that are needed to implement this system should be given a priority rating of high importance. All forms for vocational programs, both financial and statistical, should be converted to electronic data processing forms so that the information could be almost "instantly" available to evaluators, planners, and administrative directors of vocational programs and students.*
3. *That information on the "product" of any vocational program in the state be available to the evaluation team without having to ask for additonal information from the school and program under surveilance. This could expedite the time required to make these evaluations and certainly decrease the cost involved and still offer recommendations of the same caliber importance presently tendered.*
4. *That the data collected by the State Department of Education on form FD/5, Section I, Dropout Data be significantly improved in the requirement, collection procedure, and follow-up of reported data.*

REACTION:

Recommendation III deals with the data base for planning. The Department staff is committed to the installation of MOTIS as the Council recommends. We seek always to improve data collection and the reporting system. It is impossible to obtain all the data some researchers want and still maintain good relations with local agencies who must furnish us this information. We think our reporting system is improved. In consideration of the Council's request, we will continue to strengthen it. MOTIS will make the difference for vocational education in Missouri.

RECOMMENDATION IV: REQUIRE PLANNING INSTRUMENT OF LOCAL DISTRICTS

1. *That local plans for vocational education be made mandatory as required in Section 123 (a) (6) (F) of P.L. 90-576. These plans should supply the data required to complete the data requirements of the Missouri State Plan for Vocational Education. This should be more than an application for funds. The plan should be set up to state performance objectives of the programs which could be evaluated by a committee of S.D.E. personnel as to the adequateness of program, supplies, equipment, and qualified personnel to carry out the program. The additional requirement of projecting for a period of five years should be made a requirement of the plan.*
2. *That workshops be instituted by the Department of Education to train local personnel in the gathering of data, writing objectives, and planning for adequate evaluation of programs to insure a degree of standardization compatible with a general regulation instituted for compliance.*
3. *That the S.D.E. require an annual agreement that the plan was checked and is agreed to by a majority vote of the local advisory committee and is signed by the chairman of this committee. Missouri Revised Statutes 178.560 require that local advisory committees be set up. This should be considered a minimal use of these groups.*

REACTION:

Recommendation IV discusses local planning instruments. Here again, there is only so much we can require from the local units. We

currently have a local district plan, and we will review it. Frankly, we have not made proper use of the existing one because we do not have the time. Other demands have been given priority. We concur that workshops should be set up to help in planning. This has been a practice of the Vocational Division. In item 3 of this section, the Council recommends sign-off procedures by the local advisory council. This I do not favor. I believe strongly in the use of local advisory councils, but I think our agreements should be with the administrative board of each local unit.

RECOMMENDATION V: CREATE A PLANNING INSTRUMENT AT THE STATE LEVEL

1. That the Vocational Division set into motion the machinery necessary to devise a plan which will encompass all the data available from the previous year to set out in explicit terms and separate parts the following items: to wit, the priorities as given by U.S.O.E.; the priorities as seen by the Missouri Department of Education, Vocational Division; the objectives, stated in performance criteria, as denoted by the directors of the sections in the Vocational Division. This plan need not wait on any directive from U.S.O.E., but could begin to be formed immediately.
2. An evaluation instrument, simplistic in design, be initiated annually, and included as a portion of the Annual Plan, to ask each director to answer explicitly "yes" or "no" if he met the goals and objectives set up. This can then be followed with an explanation of how the objectives were met or why they were not met in his subjective opinion. Also, this could be a real prelude to the compliance document presently required by the U.S.O.E.

REACTION:

Recommendation V discusses the creation of a planning instrument at the State level. We are planning now. We have been meeting the challenges presented by the Council pretty well except in the case of the state objectives. The work we have done with John Allan will strengthen us in this area. I think we will develop an objective

instrument to be used by the program director, as they suggest, for evaluation of each section.

RECOMMENDATION VI: GUIDANCE BE GIVEN HIGH PRIORITY

1. *That the requirements for a AAA school in the state include the requirement of a qualified counselor for not more than 250 pupils in secondary schools. AA and A requirements should be commensurate.*
2. *That the S.D.E. require one counselor for not more than 750 elementary students or an administrative unit. This requirement should be required for AAA rating.*
3. *That State funds from the V.E.A. of 1963, amended in 1968, be increased to fund programs of guidance, which will be explicitly outlined by the Guidance Section of the S.D.E.*
4. *That inservice workshops and programs be developed by the S.D.E. and required of all counselors presently certificated. These workshops should include facts, figures, statistics, and requirements necessary to meet the needs of the many youths in the State as seen by the Department of Labor and felt by the individual after he has had the opportunity to express his personal interests, abilities, and aptitudes. If this requires additional funding then this should be studied for inclusion as a high priority in funding.*
5. *That special attention be given to the identification and placement in vocational training programs by guidance personnel of the handicapped and disadvantaged personnel, particularly at the secondary level, if this is compatible with individual needs. Minority groups must receive special attention.*

REACTION:

Recommendation VI speaks to guidance being given a high priority. This will be considered by proper groups as you plan for classification changes on which you are working. The report asks for reduction in per pupil-teacher ratio for guidance. This I am sure will be considered. Maybe we need to take a new look at guidance. Maybe the guidance people need to take a new look at themselves and their function. Originally I took a strong position that guidance was all inclusive. I am beginning to feel that was a mistake. It appears that too many guidance

personnel at the local level frankly are not interested in vocational guidance. The only reimbursement that comes to a local school for guidance comes from vocational funds. I believe that we are often not getting results in vocational education from counselors. The Council suggests reduction in ratio. If this is done and we continue the present practice of reimbursement, I believe we would find it necessary to reduce our per unit reimbursement.

RECOMMENDATION VII: MANDATORY LICENSURE OF PROPRIETARY SCHOOLS

1. *The Missouri State Department of Education be responsible for administration of the act with the advice and counsel of an advisory council.*
2. *An adequate system of reporting of enrollments, completions and placements by occupational categories be incorporated.*
3. *Minimal standard should be established to assure a quality product and should include factors such as a teacher qualifications, curricula and facilities.*
4. *Regulations in methods of operation should be incorporated to govern such items as a pro rata refund policy; promissory employment practices should be valid; schools and their salesmen should be bonded; and recruitment policies including solicitation and advertising should be carefully assayed.*
5. *Proprietory school resources be considered in the total resources available to school administrators for developing comprehensive occupational programs in discharging their responsibilities for occupational preparation of youth and adults.*

REACTION:

Recommendation VII deals with the mandatory licensure of proprietary schools. We support the Council's recommendations in this field. As you recall, for several years we have been working much more closely with this group. We have explored with them the idea of a licensure bill and most of them have agreed to cooperate in presenting some kind of legislation to the current session of the General Assembly. The Council and its Executive Secretary have been very understanding and helpful in

working with the proprietary schools. Gordon Kutscher serves as chairman of a committee attempting to formulate the legislation to be introduced. All of us are hopeful that some good things can result from this association.

RECOMMENDATION VIII: STAFFING FOR RESTRUCTURED PRIORITIES

1. That the additional personnel called for in the Missouri State Plan for Vocational Education be authorized.
2. That a priority order be placed on each position requested and a master plan developed showing the time required to fulfill this recommendation.

REACTION:

Recommendation VIII deals with staffing for restructured priorities. Here again we are in support of their recommendations. They call for a priority for each position requested and a plan developed to fulfill this recommendation. We actually have fewer personnel in vocational education than we had a year ago, and the demands are increasing. We do seek always to eliminate some professional assignments that in the past have seemed mandatory. I do fear sometimes that we are not able to do as good a job for as many people as I would like to see us do. When a group like the Advisory Council calls for these new activities, it places an additional burden on our staff.

B. Factors Influencing the Success or Failure of Implementation of the Recommendations

Several factors have helped in implementaing the recommendations from last year. These included the wide dissemenation of the 1971 Report, the good relationship that exists between the State Board and the Advisory Council, the explanation and discussion of the report at public hearings conducted by the Council, consideration given by the Assistant Commissioner for Vocational Education and the Coordinator for Career

Education to the suggestions, the involvement with many agencies in cooperating and working with them to effect constructive change, and the dedication of the Council members to involve themselves.

C. Follow-Through Activities of the Council

After the initial presentation of the recommendations to the State Board of Education in a personal oral report by the Chairman, Vice Chairman, and Executive Director, several follow-up letters of information and inquiry were directed to the Chairman of the Board as well as to the Commissioner and Assistant Commissioner of Education. These all received attention.

Council members worked to help improve the image of Vocational Education by involving themselves in speaking engagements, helping to sponsor a Career Fair, working on the evaluation of an information dissemination campaign, participating actively in the writing of legislation proposed in the recommendations, meeting with local school personnel to explain and promote activities and serving on committees to study new instrumentation suggested.

APPENDIX A

Census of Disadvantaged and Handicapped Students -- 1971-72

Disadvantaging Condition	Number	% of Grades 7-12 Enrolled	% of Disadvantaged
Academic	62,988	13.2	52.7
Neglected Youth	2,205	.5	1.8
Behavioral Deviate	4,095	.9	3.4
Economically Deprived	21,384	4.5	17.9
Environmentally Deprived	26,372	5.5	22.1
Other	2,465	.5	2.1
Total	119,509	25.0	

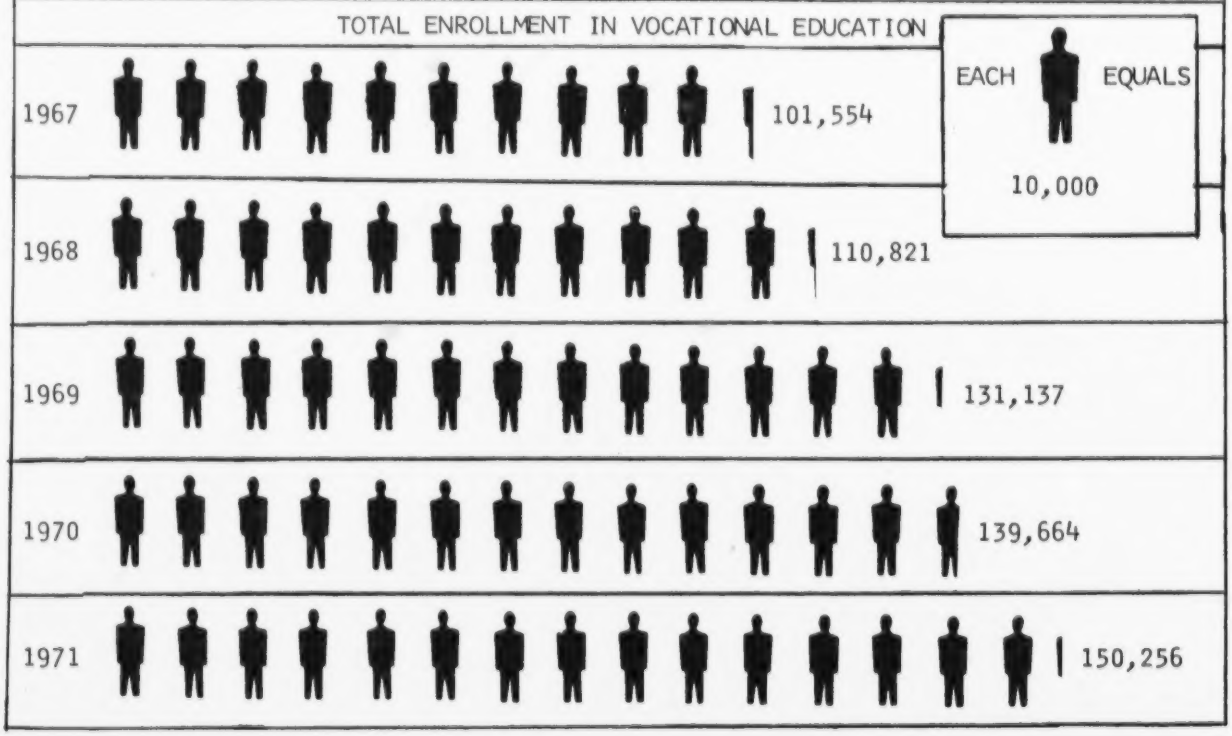
Handicapping Condition	Number	% of Grades 7-12 Enrolled	% of Handicapped
Mentally Retarded	13,681	2.9	37.5
Hearing Impaired	2,377	.5	6.5
Speech Impaired	4,587	1.0	12.6
Sight Impaired	3,703	.8	10.1
Emotionally Distracting	4,218	.9	11.6
Physically Handicapped	4,174	.9	11.4
Sp. Learning Disab.	3,083	.6	8.4
Other	684	.1	1.9
Total	36,507	7.6	

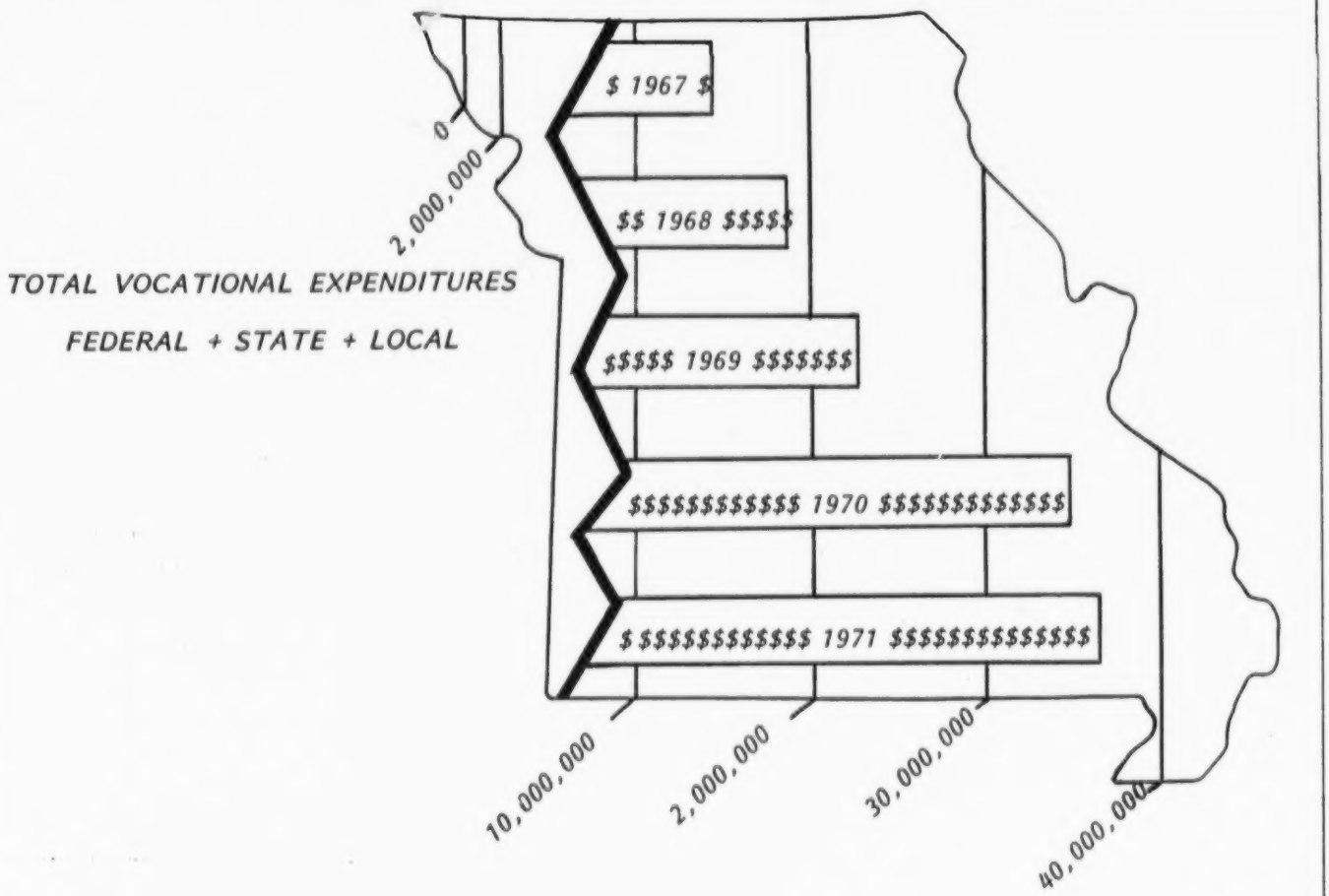
APPENDIX B

ENROLLMENT STATISTICS

LEVEL/YEAR	1967	1968	1969	1970	1971
SECONDARY	67,496	72,975	87,458	97,054	105,171
POSTSECONDARY	4,035	6,190	8,743	9,068	11,797
ADULT	30,023	31,656	34,936	33,542	33,288

PROGRAM/YEAR	1967	1968	1969	1970	1971
AGRICULTURE	15,881	16,278	16,304	16,439	17,015
HOME ECONOMICS (CONSUMER)	41,134	43,198	57,365	56,589	63,917
HOME ECONOMICS (OCCUP)	1,312	1,213	1,664	1,741	2,053
BUSINESS/OFFICE	12,182	14,603	16,078	17,080	18,268
CO-OP EDUCATION	10,750	12,925	11,327	11,806	11,460
TRADE/INDUSTRIAL	13,885	16,691	20,668	23,037	26,492
HEALTH	2,343	3,015	3,381	4,378	5,269
TECHNICAL	4,067	2,898	4,350	3,476	4,085
SPECIAL PROGRAMS (99)				5,118	1,697

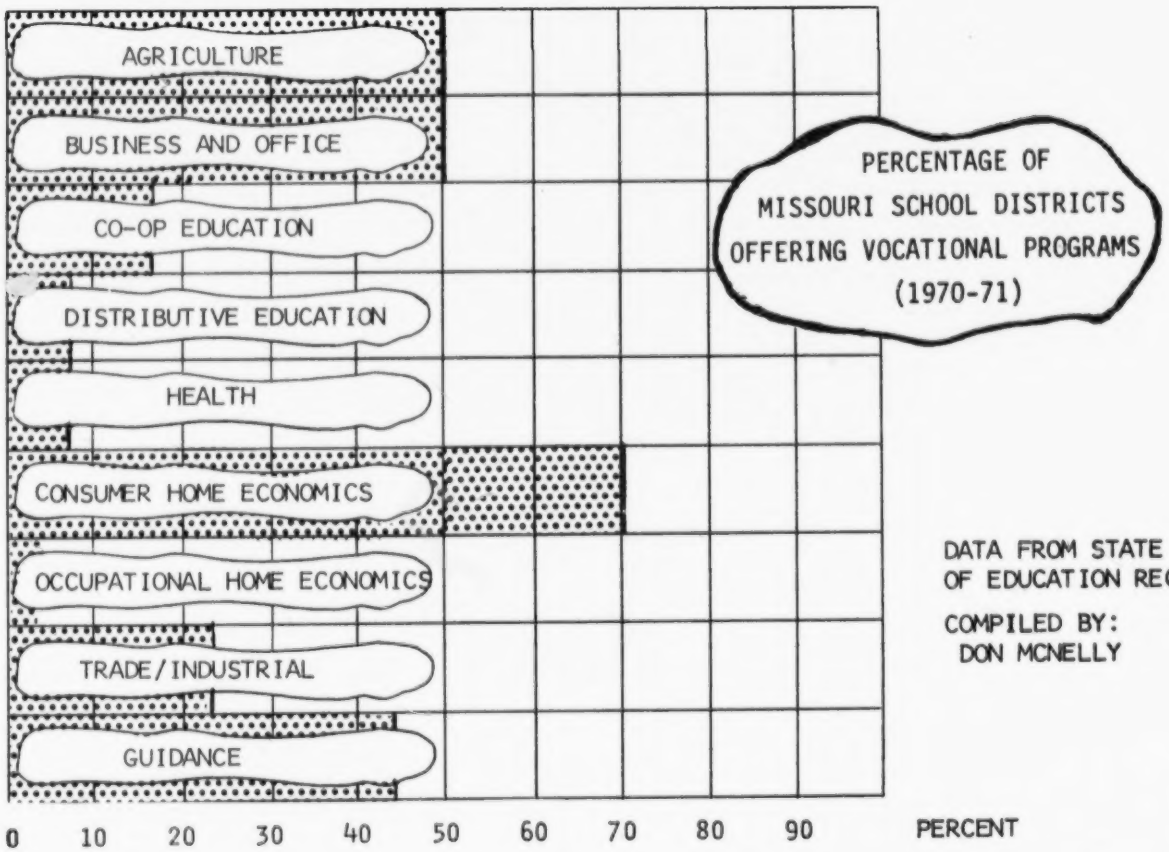




VOCATIONAL EXPENDITURES BY SOURCE

YEAR	TOTAL	STATE/LOCAL	FEDERAL
1967	14,174,687	10,410,538	3,764,149
1968	18,791,810	14,818,570	3,973,240
1969	22,420,794	19,162,967	3,257,827
1970	35,180,847	28,357,337	6,823,510
1971	36,421,005	27,130,725	9,290,280

APPENDIX D

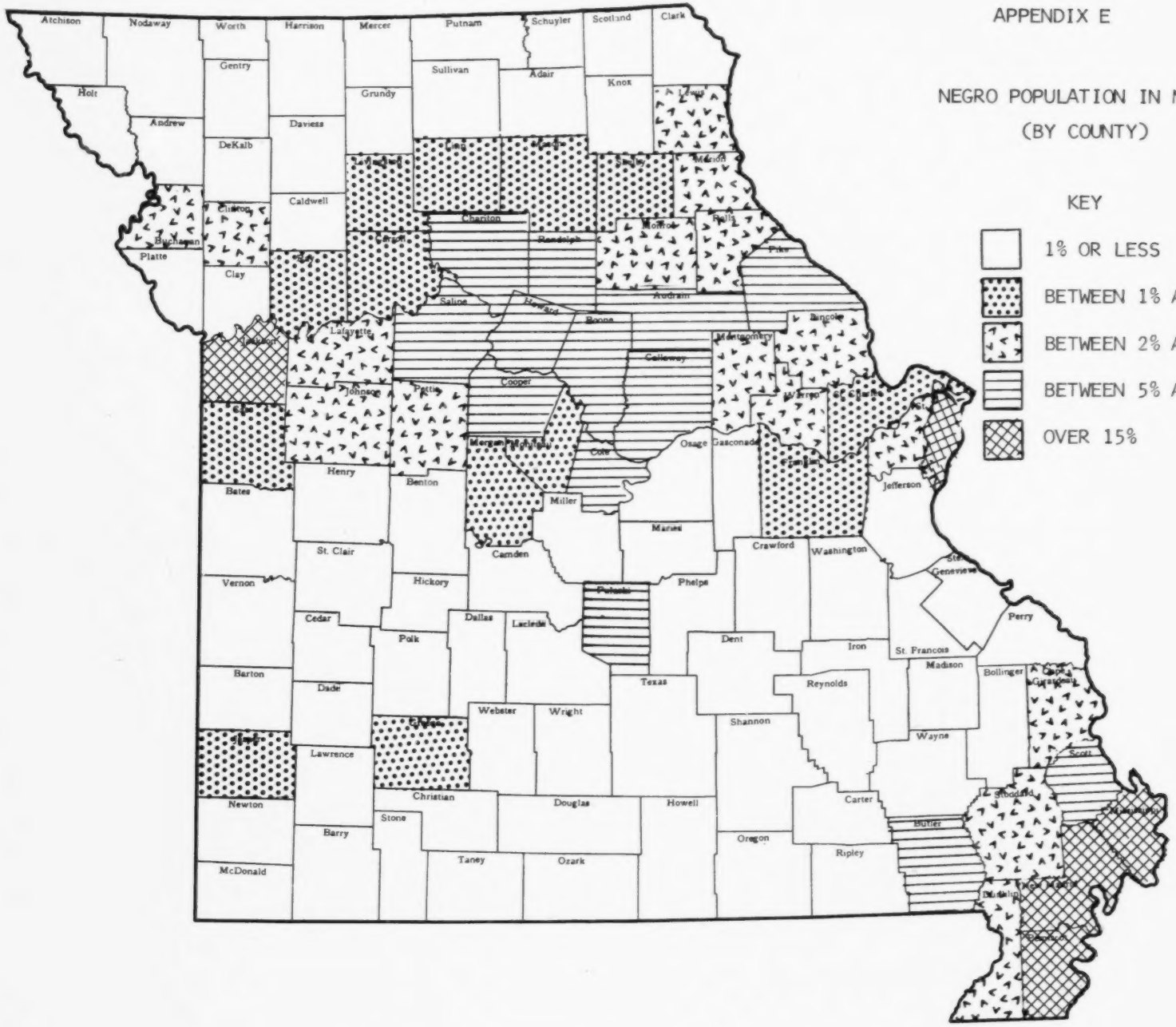


VOCATIONAL EDUCATION

SUMMARY DATA ON PROGRAMS	
459	DISTRICTS EQUAL THE NUMBER OF SECONDARY SCHOOL DISTRICTS IN THE STATE
91	DISTRICTS (20%) HAD NO PROGRAM OFFERINGS IN VOCATIONAL EDUCATION
13	DISTRICTS (3%) HAD NO PROGRAMS BUT PARTICIPATED IN AREA SCHOOL
78	DISTRICTS (17%) HAD NO PROGRAMS AND DID NOT PARTICIPATE IN AREA SCHOOL
51	DISTRICTS HAVE FOUR OR MORE PROGRAM OFFERINGS (11%)
50	DISTRICTS ARE DESIGNATED AS AREA VOCATIONAL SCHOOLS (11%)
267	DISTRICTS (58%) HAVE THREE OR FEWER PROGRAM OFFERINGS
3	JUNIOR COLLEGES ARE DESIGNATED AS AREA VOCATIONAL SCHOOLS AND HAVE FOUR OR MORE PROGRAM OFFERINGS
7	JUNIOR COLLEGES NOT DESIGNATED AS AREA VOCATIONAL SCHOOLS HAVE FOUR OR MORE PROGRAM OFFERINGS
2	JUNIOR COLLEGES OFFER NO PROGRAMS IN VOCATIONAL EDUCATION

APPENDIX E

NEGRO POPULATION IN MISSOURI
(BY COUNTY)



APPENDIX F -- ESTIMATED ENROLLMENT BY RACIAL/ETHNIC GROUP (FROM O.E. 3138, 1971)

	TOTAL			SECONDARY			POSTSECONDARY			ADULT		
	STATE	ST. L.	K.C.	STATE	ST. L.	K.C.	STATE	ST. L.	K.C.	STATE	ST. L.	K.C.
REGULAR - TOTAL	136,894	17,184	7,280	94,278	6,434	1,410	10,677	3,511	1,830	31,939	7,239	4,040
AMERICAN INDIAN	10			10								
NEGRO	21,307	7,756	2,926	13,943	3,175	629	2,631	1,681	858	4,733	2,900	1,439
ORIENTAL	381	103	72	160	32	23	110	26	18	111	45	31
SPANISH AMERICAN	653	274	164	246	73	43	127	96	30	280	105	91
OTHER	104,543	9,051	4,118	79,919	3,154	715	7,809	1,708	924	26,815	4,189	2,479
DISADVANTAGED - TOTAL	11,247	933	835	8,847	397	228	1,119	394	197	1,281	142	410
AMERICAN INDIAN	5			5								
NEGRO	3,327	796	540	2,355	379	192	570	317	138	402	100	210
ORIENTAL	14	3		5				3		9		
SPANISH AMERICAN	40	9	10	12	1		25	8	10	3		
OTHER	7,861	125	285	6,470	17	36	524	66	49	867	42	200
HANDICAPPED - TOTAL	2,115	99	21	2,046	99	2	1			68		19
AMERICAN INDIAN												
NEGRO	405	73		385	73					20		
ORIENTAL												
SPANISH AMERICAN	9			5						4		
OTHER	1,701	26	21	1,656	26	2	1			44		19

APPENDIX G

MISSOURI SCHOOL DISTRICTS

July 1, 1968

Scale in Miles

— County Boundaries

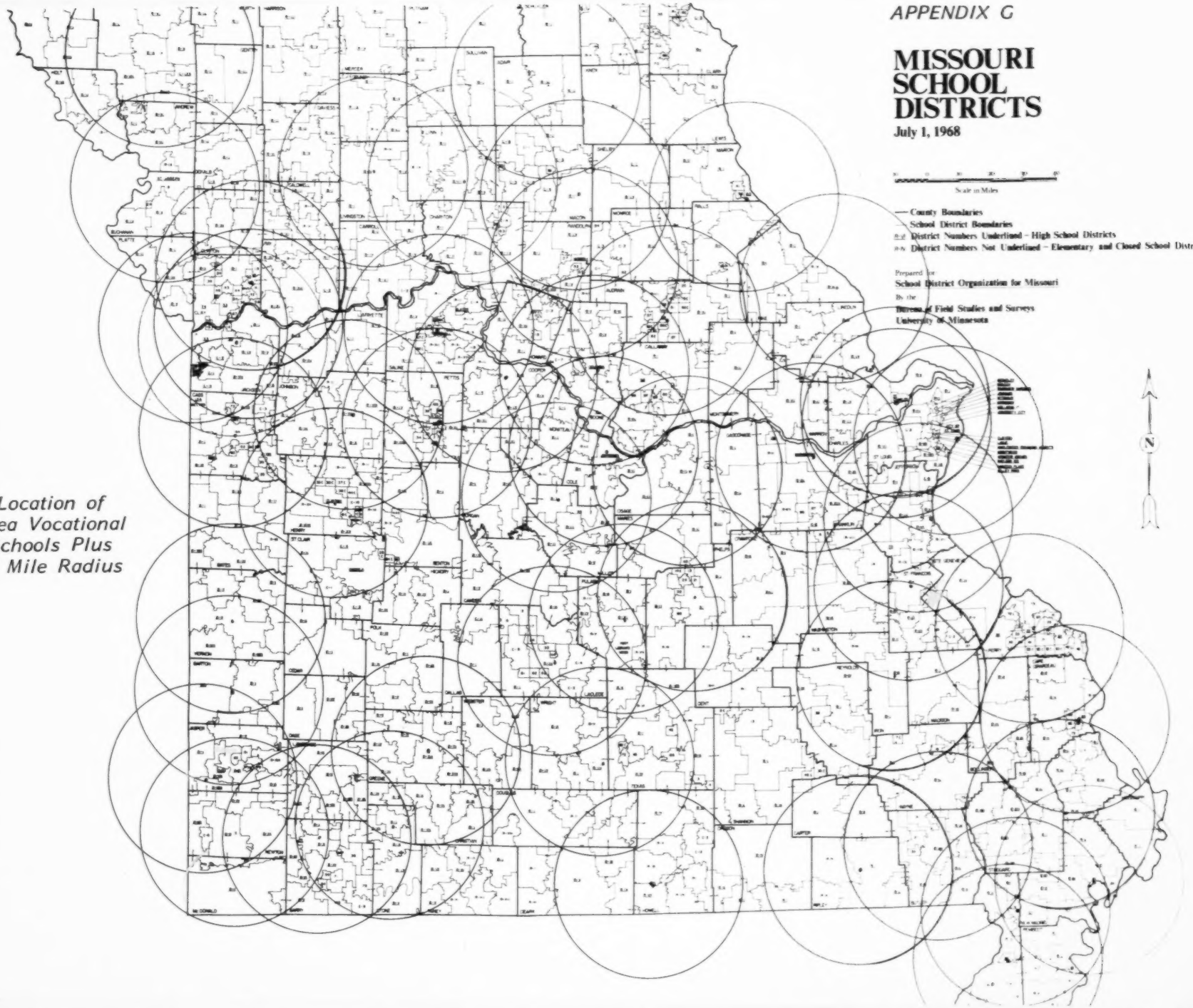
— School District Boundaries

n-n District Numbers Underlined – High School Districts

n-n District Numbers Not Underlined – Elementary and Closed School Districts

Prepared for
School District Organization for Missouri

By the
Bureau of Field Studies and Surveys
University of Minnesota



Location of Area Vocational Schools Plus 30 Mile Radius